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ABSTRACT

Presented is a model and specified are competencies for the competency-guided program for preparation of special education instructional supervisors developed at the University of Texas at Austin. The supervisor's role as a change agent is examined, and 12 basic principles underlying the model of competency-guided instruction are set forth (including an emphasis on the total configuration of behaviors desired rather than a specific number of discrete characteristics). The model is diagramed and discussed in terms of three domains: competency (problem solving, supervisory leadership job tasks, and human relations); critical competencies (24 statements in such task areas as curriculum, staffing, organization and inservice education); and job targets. Five competency assessment instruments are listed. Almost one-half of the document is composed of an appendix providing critical competencies with rationale statements and performance examples. (CL)

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Document #7 (Revised)

PROFESSIONAL SUPERVISORY COMPETENCIES ©

Competency Specifications for Instructional Leadership Personnel

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Special Education Supervisor
Training Project
The University of Texas at Austin
July 1975

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PREFACE

This document presents a model and specifies competencies for the competency-guided program for Instructional Supervisor preparation developed by the Special Education Supervisor Training Project at the University of Texas at Austin. The SEST Project was funded initially in July 1972, by the Bureau of Education for the Handicapped, United States Office of Education, through agreements with the Texas Education Agency and the College of Education at the University of Texas. The 1972-73 year constituted the model development phase; the 1973-74 year was a program development phase. The third year, 1974-75, was for model refinement, pilot testing, and dissemination for national use.

Contained herein is a description of the conceptual model utilized for generating instructional leadership competencies; a list of critical competencies--the complex behavior patterns of instructional supervisors--thought to be most important in improving instruction; the major competencies; a discussion of the rationale for competency-guided leadership preparation in this project.

Other documents available or in process of development by the SEST Project include a program design manual, a resource guide to training materials, a bibliography, assessment instruments and procedures, and various training materials related to critical competencies. A list of these documents is provided.

The project staff has approached the task of competency specification with a serious concern for the implications of such efforts for professional instructional supervisor preparation. We have tried to look at the realistic needs for improvement of instructional leadership preparation programs, and

specify performances that are vividly descriptive and uniquely essential to the instructional change process.

The University of Texas at Austin

Ben M. Harris
John D. King
Project Co-Directors
July 1975

INTRODUCTION

The Special Education Supervisor Training Project was developed with a two-fold purpose: first, to develop a competency-guided program for the preparation of instructional supervisors to work in the area of special education; and second, to generate a model for the competency-guided preparation of educational leaders of all kinds, including special education supervisors, building principals, superintendents, and other leadership personnel. The generic model concept is based on the assumption that there are certain basic competencies that are not only germane to, but required by all educational leaders. By determining the generic leadership competencies and making them stationary components in a model, other competencies pertaining to specified educational roles can then be inserted to complete the model for each training program. This document explains the conceptual model and the philosophical base for competency-guided instruction developed by the SEST Project, describes generic instructional leadership competencies, and specifies critical competencies for the role of an instructional supervisor in special education.

The Instructional Change Agent

One of the more difficult tasks for the project staff was to describe in detail the type of educational leader this program would ideally prepare. First, "supervisor" was defined as an instructional supervisor, one whose primary assignment is to work with teachers and others on instructional matters. Secondly, "supervisor" was defined as a change agent, one who brings about change in behavior, role or structure for the purpose of improving instruction. Not included in this definition was the maintenance function of a supervisor which is intended to perpetuate the status quo, nor the wide variety of administrative tasks which do not relate directly to the improvement of instruction received by children (Harris and Bessent, 1969).

Principles of Competency-Guided Instruction

The literature on competency-based education has tentatively certain principles or criteria for distinguishing a competency-bas from other approaches to instructional design (e.g., Weber, 1973; 1974; Popham, 1968; Montague and Butts, 1968; Mager, 1968; Kibler 1970; Houston, 1972; Gronlund, 1970; Garvey, 1968; Eisner, 1967 an 1968). The SEST Project staff, in struggling to develop a program supervisor certification, eager to offer guidelines for in-service ment of leadership competence, and sensing serious weaknesses in s approaches to C/PBTE, began to see a need for the re-examination a modification (or reinterpretation) of the competency-based princip currently employed in many competency-based programs. The princip adopted by SEST were developed "in process" during the development of the project and came to be recognized as a viable framework, th opinion of the staff, would also direct or guide an effective educ strategy for the development of higher level leadership capabiliti education. The SEST staff began to call this approach "competency instruction."

Twelve working principles forming the philosophical base for guided instruction were identified. Four pinciples (1-4) relate t specification and attainment, two are concerned with evaluation (5 remaining six (7-12) describe the design of the training experienc These guiding principles are summarized below:

1. Competencies in professional practice are a synthesis of many behaviors expressed as a unity or "gestalt." In various individuals the components may be different and still form essentially the same performance pattern.

2. Competencies necessary to professional effectiveness are complex and consistent patterns of performance crucial to the job and expressed in the context of the real school situation.

3. Professional entry level competence can be demonstrated as a given set of competencies defined as sufficient for being able to step into a number of positions and roles. The formal training program is not responsible for all learning up to this entry level. Competency-guided instruction is to play a part in the education of some persons who have already experienced much learning before and who, of course, will continue to learn much after they leave the program. Therefore, a training period is the pivotal period for attainment of professional entry level competence with continual growth as the key to competency development.

4. Competency attainment varies in terms of entrance capabilities, growth rates, interests and aspirations. Competency attainment at the end of the program varies according to individual growth rates, producing greater or lesser promise of future growth and job expectations. Given careful selection, rigorous individualized planning and a well designed program of experiences, trainees completing the program are presumed to be minimally competent.

5. Since competencies are very complex behavior patterns, various component behaviors are not all readily identifiable nor verifiable in detail. Some of the components are probably possessed by nearly all mature adults. Therefore, instead of determining that a person should possess five, or ten or even a hundred discrete performance capabilities, what must be specified is the total configuration of behaviors desired. Therefore, assessing at pre-test points should be exploratory, tentative, and diagnostic. A training program should be "guided" by the continuing interaction between students, instructors, experiences, and on-going assessments. The end-of-program assessment should reflect total performance of competencies, not specific behaviors.

6. Assessments of competencies to guide instruction are measured in relative rather than absolute terms. There is room for students to go much further in some competency areas than in others since improvement, rather than absolute pass/fail levels, are central to the continuous growth approach. In fact, the concept of a pass/fail point in competency development statements at this time may simply not be supportable because of the small knowledge base. Pass/fail levels are often arbitrarily set and not related to any actual reality-oriented standards or validated levels of performance.

7. In the training program, both the array and character of competencies are stated publicly in advance of training.

8. Since there is always more one can learn in any competency area, the training program can provide for some learning of competencies at a level far beyond the range judged as "entry level" for some students, if that seems feasible during the training period. There is no reason to halt growth in certain competency areas simply because a given level has been achieved. If some other competency areas are deficient, however, more effort might be channeled into the relatively weaker areas.

9. Time allotted for attaining given competencies varies but time within the total program is relatively constant. One person may spend a great deal of time attaining some competencies and very little time on others, but overall he/she spends approximately one year in the program. Since professional growth is presumed to be continuous, although a series of flexible time frames guide training within the program, time for continuing competency development is on-going (open-ended) throughout one's life.

10. The keystone of the competency-guided approach is a variety of training activities that may extend over hours, days, weeks or months and may be experienced concurrently. Activities are not necessarily ordered in a linear sequence nor restricted to self-paced, self-instructional, or programmed activities.

11. Instructional activities may be self-paced or teacher/individual paced or teacher/group paced. Rate of learning is always individual and different rates occur regardless of whether activities designed to teach occur in a group or alone or regardless of method used. The critical variable is learner participation in the decision-making process regarding the what, when, how and why of the instructional activities in which he or she is involved.

12. Learning activities should be selected so that the learner is provided the opportunity to experience a wide variety of learning methods to enhance self-pacing, scope of learning, simultaneous learning, involvement in learning, choice in learning modalities employed, responsibility for learning and creativity in finding ways to learn. The training program should include a diversity of learning activities rather than relying exclusively on one format.

The Meaning of a Competency

Various types of competencies are defined in this document. The term itself, as used by the project staff, refers to the long-range demonstration of an ability to perform a specified behavior or series of behaviors at some level of proficiency. Kelley and Teagarden (1974), in their work on competencies for The National Institutes for Secondary School Administrators, arrived at the following definition:

> We can measure competence only through an accumulation of evidence, over time, that an individual is able to perform certain functions or skills in ways which are, more often than not, considered positive by both the individual and his audience. A person is not competent because of what he knows, does, or feels; he is competent when what he knows, does or feels is evaluated as being positive in its results and is a part of his consistent behavior as a human being.

Bishop (1970), has attempted to define supervisory competencies in terms of selected combinations of tasks, functions, and processes applied to educational change. Like most models of change-oriented process, however, the elements of behavior are characterized in such general terms and only offer limited direction to supervisor practice.

Staffs at various institutions have struggled with the difficult problem of defining competencies for teachers, administrators, and supervisors e.g., Bishop (1970), Burke (1972), the Dallas Independent School District (1971), and others. Whether the concern is for planning, for training programs, or for evaluating inservice performance,

the problem is always one of how to move from general classes of learning toward a designation of the character of the competencies in performance terms.

A useful distinction could be made by characterizing a competency statement as a description of a task relevant action, while viewing a supervisory activity as any distinctive performance directed toward task implementation. In the first instance, there is a concern for defining specified behaviors in certain task relevant ways; in the second, an activity defines more than an individual's behavior and includes relations between people, problems, and situations as they actually are faced in school settings. Competencies for supervisory personnel might best be defined, then, as statements describing the demonstration of skills and knowledges for specified outcomes related to task implementation. Such statements may be written to define competencies for the completion of an entire task, or any segment thereof.

Obviously, the complexity and variety of knowledges and skills included in various competencies will vary, depending on the task involved. Since different configurations of similar knowledge and skill will form competencies that are relevant to the accomplishment of different tasks, it seems economical to think about and train for supervisory competencies that are as simple as possible while being genuinely functional in task accomplishment (Harris, 1975).

One further distinction is important. Competence is a measure of performance at some designated level. Competencies are merely descriptions of performances presumed to represent competence.

The Conceptual Model for Generating Competencies

Extensive search was conducted in the literature of numerous disciplines to determine the kinds of behaviors in which professionals in all areas engage. In Figure 1, this search is represented by the sources of values, skills, and knowledge. From that survey it was determined that competencies in problem solving and human relations could be identified readily as generic behaviors necessary to successful performance in all leadership position. These two areas are represented as competency domains, in this case Domains I and II. The Job Task Domain, Domain III, represents the interchangeable portion of the model that determines the specific character of the educational leader training program. In this model, Domain III contains the numerous competencies expected of the instructional supervisor. The competencies in all three domains are specified at different levels of complexity and are to be seen as a pool from which any selected array of competencies could be drawn.

As various behaviors from the three domains are combined in unique ways, a more complex behavior pattern emerges. These are the behaviors known as critical competencies; they are defined in terms of the specific job tasks expected of the role being described. One could conceive, of course, of an endless number of critical competencies being generated by the model, and this is seen as one of its positive attributes. This aspect, together with the "replaceable" feature of the Job Task Domain, offers considerable flexibility in making use of the model. After an

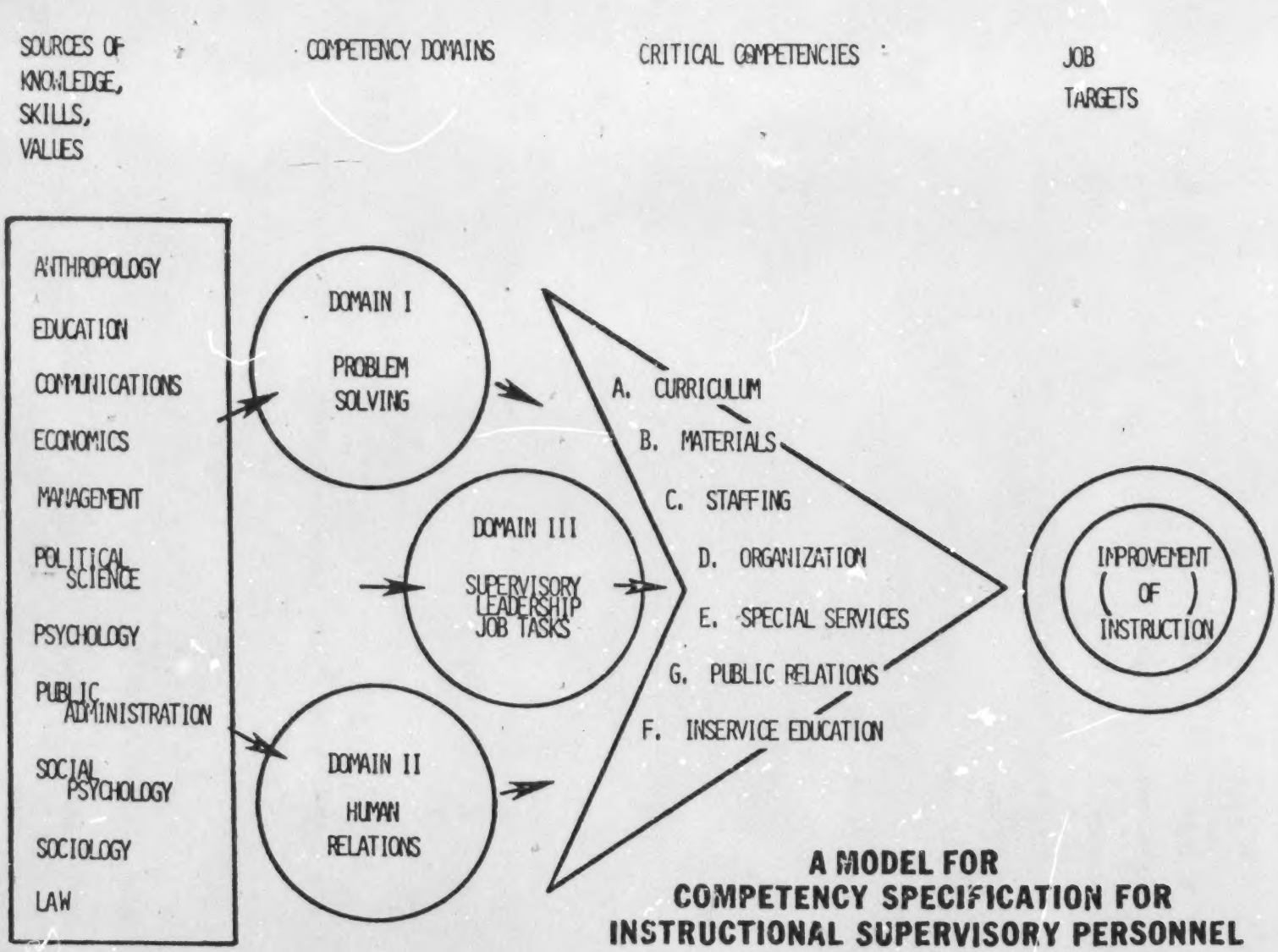
SOURCES OF KNOWLEDGE, SKILLS, VALUES
COMPETENCY DOMAINS
CRITICAL COMPETENCIES
JOB TARGETS
ANTHROPOLOGY
EDUCATION
COMMUNICATIONS
ECONOMICS
MANAGEMENT
POLITICAL SCIENCE
PSYCHOLOGY
PUBLIC ADMINISTRATION
SOCIAL PSYCHOLOGY
SOCIOLOGY
LAW
DOMAIN I
PROBLEM SOLVING
DOMAIN III
SUPERVISORY LEADERSHIP JOB TASKS
DOMAIN II
HUMAN RELATIONS
A. CURRICULUM
B. MATERIALS
C. STAFFING
D. ORGANIZATION
E. SPECIAL SERVICES
G. PUBLIC RELATIONS
F. INSERVICE EDUCATION
IMPROVEMENT OF INSTRUCTION
A MODEL FOR
COMPETENCY SPECIFICATION FOR
INSTRUCTIONAL SUPERVISORY PERSONNEL

Figure 1

array of critical competencies is generated, some empirical procedure is utilized to delimit the number of critical competencies which would be included to guide any one training program. Then, as shown in Figure 1, the demonstration of the behaviors in an actual job situation is assumed to promote instructional improvement. This critical competency concept is explained below in greater detail.

Another important step, illustrated in Figure 2, is the specification of major competencies as sub-sets of critical competencies (see Appendix B for SEST major competencies). Critical competencies are statements of behavior patterns to be demonstrated in actual job situations. The complex pattern of behaviors comprising a critical competency can be broken down into logical components or subdivisions. At this level, the performance specification is known as a major competency. They constitute numerous behaviors which are observable in actual situations, laboratory exercises, in simulations, or in a controlled field experience. A limited array of major competencies was selected for each critical competency. Hence, demonstrated competence of all major competencies associated with a given critical competency cannot assure that one will likewise be able to perform the critical competency.

Each of the major competencies can be further subdivided into specific competencies. Again, the assumption is made that the behaviors identified as specific competencies will be essential elements of the major competency from which they are derived. This level of competency specifies behaviors which could be demonstrated with paper-and-pencil tests, written reports or performance tests at the knowledge, skills or comprehension levels.

Figure 2

Illustrative Competency Breakdown

F-1 Supervising in a Clinical Mode (Critical Competency)

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior.

F-1a Using Observation Systems (Major Competency)

Can use more than one observation system to record objective data during live or taped teaching situations.

F-1a(1) Using FIAS (Specific Competency)

Can use the Flander's Interaction Analysis System to record five uninterrupted minutes of video-recorded classroom interaction with an inter-observer reliability of .75.

F-1a(2) Using OScAR V (Specific Competency)

Can use the OScAR V or later edition by Medley to record a ten minute tape recorded lesson in a classroom with inter-observer reliability of .75 or better.

F-1a(3) Using Pupil Response Inventory (Specific Competency)

Can use the Harris-McIntyre Pupil Response Inventory in a live classroom situation during a twenty minute discussion or recitation with twenty or more students to produce frequency tallies by categories with a coefficient of .75 or better when compared with a skilled observer.

The competency breakdown illustrated in Figure 2 was not undertaken for every critical and major competency specified. Preliminary efforts to complete this final step in competency specification revealed two problems:

(1) Different specific competencies were often equally suitable for defining competency at the major competency level.

(2) Different instructional materials, courses, and instructors had quite different, yet seemingly appropriate, ways of specifying these competencies.

Accordingly, the critical and major competency statements are utilized for program planning and competency assessment. Individual students and instructors are free to define specific competencies.

The Critical Competency Concept

The concept of a critical competency was developed in an effort to deal with two problems of designing a competency-guided, individualized, instructional leadership preparation program. One problem had to do with keeping specific competencies and related training activities directed toward genuine, task-oriented, on-the-job performances. The second was concerned with significantly delimiting the enormous variety of professional leadership competencies that might be specified.

The critical competency concept is one of professional performance specification which describes a fairly complex array of on-the-job behaviors which produce, when manifested at a reasonably high quality level, a product or a service which would be highly valued by school officials under most educational conditions. Furthermore, each critical competency is of such a nature that most professional personnel could not demonstrate it without special training.

Figure 3

Twenty-Four Critical Competencies for Professional Supervisors of Instruction

A. Developing Curriculum

A-1 Setting Instructional Goals

A-2 Designing Instructional Units

A-3 Developing and Adapting Curricula

B. Developing Learning Resources

B-1 Evaluating and Selecting Learning Materials

B-2 Producing Learning Materials

B-3 Evaluating the Utilization of Learning Resources

C. Staffing for Instruction

C-1 Developing a Staffing Plan

C-2 Recruiting and Selecting Personnel

C-3 Assigning Personnel

D. Organizing for Instruction

D-1 Revising Existing Structures

D-2 Assimilating Programs

D-3 Monitoring New Arrangements

E. Utilizing Supporting Services

E-1 Analyzing and Securing Services

E-2 Orienting and Utilizing Specialized Personnel

E-3 Scheduling Services

E-4 Evaluating the Utilization of Services

F. Providing In-Service Education

F-1 Supervising in a Clinical Mode

F-2 Planning for Individual Growth

F-3 Designing In-Service Training Sessions

F-4 Conducting In-Service Training Sessions

F-5 Training for Leadership Roles

G. Relating to Public

G-1 Informing the Public

G-2 Involving the Public

G-3 Utilizing Public Opinion

The Critical Competency Statements

Twenty-four critical competency statements are presented below in seven task areas of instructional supervision. These are selected competencies and termed "critical" because of the complex behavior patterns described and because of their importance to successful supervisory performance.

A. DEVELOPING CURRICULUM: The Process of Improving the Guidelines for Instruction

A-1 Setting Instructional Goals

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

A-2 Designing Instructional Units

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

A-3 Developing and Adapting Curricula

Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

B. DEVELOPING LEARNING RESOURCES: The Process of Improving the Availability of Resources for Learning in the School or Community

B-1 Evaluating and Selecting Learning Materials

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

B-2 Producing Learning Materials

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

B-3 Evaluating the Utilization of Learning Resources

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

C. STAFFING FOR INSTRUCTION: The Process of Improving the Recruitment, Selection, and Assignment of Personnel for Instructional Improvement

C-1 Developing a Staffing Plan

Given a new project proposal which specifies budget, gene objectives, and operational procedures, the supervisor ca describe essential staff positions to be filled, develop descriptions for each, and specify the competencies requi the individuals who will fill the positions.

C-2 Recruiting and Selecting Personnel

Given a description of several staff positions to be fill supervisor, by engaging in a variety of selective recruit activities, can secure a list of several possible applica various sources, can systematically secure and validate r information on the applicants by conducting personal inte checking with previous employers, and by using other sele cedures, and can prepare a set of recommendations for fil vacancies with the applicants who will best fulfill job r

C-3 Assigning Personnel

Given the task of assigning new personnel and reassigning employed personnel to achieve instructional improvements, visor can analyze the needs, expectations, and compositio staff groups in various units, and, based on that analysi pare and justify recommendations for assigning and reassi members to positions for optimum educational opportunity.

D. ORGANIZING FOR INSTRUCTION: The Process of Improving Organizational Structures to Facilitate Instruction

D-1 Revising Existing Structures

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

D-2 Assimilating Programs

Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

D-3 Monitoring New Arrangements

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

E. UTILIZING SUPPORTING SERVICES: The Process of Securing and Providing Supporting Services to Students, Parents and Staff for Instructional Improvement

E-1 Analyzing and Securing Services

Given a need for a supporting service, the supervisor can develop a list of sources from which to secure various services, and describe situations and problems requiring supportive personnel.

E-2 Orienting and Utilizing Specialized Personnel

Given a need for specialized assistance, the supervisor can secure the services of a variety of resource persons and can make arrangements for these persons to contribute their unique expertise to improve staff competence in specific areas.

E-3 Scheduling Services

Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide services, and to provide an opportunity for recipients of the services to maintain maximum involvement in their school programs.

E-4 Evaluating the Utilization of Services

Given a plan for providing better supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria and can propose recommendations that would increase the effectiveness and quality of the system.

F. PROVIDING IN-SERVICE EDUCATION: The Process of Improving the Quality of Instructional Practice Within the Staff by Providing Opportunities for Professional Growth

F-1 Supervising in a Clinical Mode

Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior.

F-2 Planning for Individual Growth

Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives.

F-3 Designing In-Service Training Sessions

Given a description of a specific staff group, including description of their needs for training, the supervisor can design or adapt a training session plan specifying objectives, activities, procedures, materials, and methods for evaluation to assure participant interest, involvement, and learning.

F-4 Conducting In-Service Training Sessions

Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities.

F-5 Training for Leadership Roles

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct in-service sessions and to provide follow-up activities that result in the improvement of instructional skills.

G. RELATING TO PUBLIC: The Process of Improving the Quality of Working Relationships Between the School Staff and the Public to Promote Instructional Improvement

G-1 Informing the Public

The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

G-2 Involving the Public

The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

G-3 Utilizing Public Opinion

Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

Competencies and Program Components

A variety of learning modalities is incorporated into the SEST training program plans. Field, class, laboratory, independent study with instructional modules, media or readings, workshops and conferences, consultations with experts, individual and group project activities, and informal discussions and observation opportunities are all to be utilized as learning activities as far as possible. Since most learning opportunities should be organized primarily from the critical competency framework, a number of activities might be utilized to train a student in a given critical competency. Selection of activities to teach a critical competency depends partially on the person being trained. For example, in dealing with competency F-1, Supervising in a Clinical Mode, if a student has had a great deal of on-the-job experience in a supervisory or counseling role where he has had the opportunity to counsel with teachers, he may not need lab or field training activities in face-to-face interchange with a teacher, but may need to learn about the systematic clinical framework for structuring this process. Thus, this student may require more class work and independent study activity. Another student may have knowledge of the framework from past classes or reading he has done, but may never have counseled a teacher face-to-face about her teaching. This student would be in more need of a field experience. Thus, the learning components utilized for the first student would be different than for the second student, although both were improving their capabilities for the same critical competency. It is in selecting learning components and prescribing

activities that the program can be most easily tailored to individual needs. The complete training program should consist of an array of clearly specified learning activity options for each critical competency. This specification of options, while varying in detail from year to year and even during a given year, will be described in an "assignment protocol" for each critical competency. These protocols will be used by trainees, advisors, instructors and field experience associates to give coordinated direction to each trainee's learning experiences.

Assessment of Competencies

The assessment of competence poses an especially difficult and complex problem for the competency-guided training program. Ideally, a trainee's performance would be assessed through direct observation in real or simulated practice situations. Unfortunately, performance testing of this kind is often quite protracted and expensive. On the other hand, paper-and-pencil tests alone tend to measure performance at an unacceptably high level of inference in terms of predicting a successful transition to applied practice.

In an attempt to resolve these conflicts, a battery of instruments (see Figure 4) that provides estimates of competence for various aspects of performance has been developed and is currently being field tested. The assessment instruments are of different types, and multiple assessors are often used to collect judgement data from different sources. To aid in the assessment process, a fairly elaborate matrix analysis system, termed A Diagnostic Assessment System for Professional Supervisory Competencies, has been devised to synthesize and analyze the data generated by the various assessors using the assessment instruments. This system is discussed in detail in SEST Document #11, to which the interested reader is referred.

The diagnostic assessment begins with the collection of data. The first four instruments described in Figure 4 are used to obtain estimates of an assessee's level of professional performance for each critical competency. The fifth instrument, an interest scale, is used to obtain the assessee's perceptions of the relative importance of each

Figure 4

Competency Assessment Instruments

1. Critical Competency Performance Inventory (CCPI). The CCPI contains a set of twenty-four sheets describing the critical competencies in performance terms. Each sheet provides a statement of a competency, a rationale, and an illustrative example. The directions call for the assessor to sort these competencies into six categories that reflect the assessee's performance levels. (Time: 30-45 minutes)

2. Major Competency Assessment Inventory (MCAI). The MCAI is an instrument used to assess performances on a set of eighty-one major competencies that have been identified as logical components or subdivisions of the complex behavior patterns comprised by the critical competencies. The individual major competency statements are contained on eighty-one cards that are sorted into six categories reflecting the assessee's performance levels. These performance estimates are recorded on a score sheet used to produce a performance designation for each critical competency. (Time: 60-80 minutes)

3. Competency-Keyed Experience Inventory (CKEI). The CKEI consists of a checklist of 158 different activities related to the twenty-four critical competencies. The person being assessed uses the checklist to report his or her level of past experience with each activity. These activity scores are then combined on a score sheet to produce a performance designation for each critical competency. (Time: 60-75 minutes)

4. Knowledge Assessment Test (KAT). The KAT is a multiple-choice, paper-and-pencil test of cognition, consisting of items keyed to the critical competencies. It provides two scores, one reflecting the assessee's level of knowledge in relation to each major competency, and a performance designation for each critical competency. (Time: 80-90 minutes)

5. Critical Competency Interest Scale (CCIS). The CCIS is an interest scale for rank ordering the twenty-four critical competencies. The person being assessed reports his or her judgements as to the relative importance of each competency in planning his or her professional growth program. (Time: 15-20 minutes)

critical competency in his or her particular professional situation.

The Diagnostic Assessment System has been designed for use at three points in a sequence of training: (a) prior to the initiation of training activities, pre-assessment; (b) at the midpoint of the training sequence, in-progress assessment; (c) at the conclusion of the training sequence, post-assessment. The instrument instructions and analytical procedures vary somewhat at each of these assessment phases, but at each phase the system provides specific information needed to make diagnostic decisions regarding the trainee's status. In addition, all instruments and procedures are adaptable to both in-service and preservice training setting.

APPENDICES

Appendix A

THE CRITICAL COMPETENCIES

With Statements of Rationale
and Illustrative Performances

A-1 Setting Instructional Goals

Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

Rationale:

Goal setting is the necessary preliminary step to any kind of curriculum development. It is important in special education that program goals be understood and supported both in the school system and in the general community, and this understanding and support needs to be established during the early phases of curriculum planning. The supervisor should be responsible for facilitating the process of goal clarification among these constituencies.

Illustrative Performance:

The superintendent of the district explains to the special education division that he would like a statement of the major goals of instruction for the special education programs within the district. The director of special education asks the supervisor to select groups of community, school and pupil representatives, establish meeting schedules, set agendas, and conduct the sessions required to clarify instructional goals. The statement of goals is then made available to the superintendent.

A-2 Designing Instructional Units

The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

Rationale:

Though the supervisor is not the curriculum specialist within districts, she/he should have substantial knowledge regarding curriculum theory, purposes of curricula, specific formats that best contribute to desired outcomes, and other relevant aspects. By having the competency of being able to design a curricular unit, it can be assumed that she/he will be in a position to evaluate and revise existing curriculum, as well as to make significant contributions to the curricula that are available for classroom teachers.

Illustrative Performance:

A classroom teacher has an idea for what she considers to be an approach to math which would be more relevant to the exceptional children in her room. The teacher discusses the idea with the supervisor, who conducts a search and then informs the teacher that no existing design approaching the subject in her way can be located. The supervisor, together with the teacher, plans a sample unit. They prepare objectives, activities and evaluation processes. The teacher then uses the unit with her children and identifies areas that need revision or expansion. The revisions are made and the supervisor makes the unit available to other teachers in the district.

A-3 Developing and Adapting Curricula

Having secured innovative curricula developed outside the school o district, the supervisor can adapt the curricula to meet the needs a student or student group, and make them available to local perso for use in guiding instructional planning.

Rationale:

It would be impossible for a school district to originate all of i own curricula. Therefore, the supervisor must be prepared to adap existing curricular designs for use with a particular student grou It is also important for supervisors to recognize that most materi secured from outside sources will have to be adapted for teachers t use with their pupils, and the supervisor should facilitate the ada tation of the materials in his/her district.

Illustrative Performance:

The supervisor is asked to review a previously selected curriculum unit in order to prepare it for use with a student group, the chara teristics of which are already known. The supervisor makes the mod fications which are necessary in the design and makes it available to teachers for classroom use. After the initial use, a teacher re that additional modifications be made, which the supervisor does, o which he assists the teacher in doing.

B-1 Evaluating and Selecting Learning Materials

Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

Rationale:

Since the provision of learning materials is an integral part of the implementation of a curricular unit, it is important that classroom personnel be able to evaluate material to determine its usefulness. In addition, materials already in use by a district can be improperly, inadequately, or inefficiently utilized. By having and applying consistent evaluative criteria to learning materials, it is possible for classroom teachers to increase the utilization of material already possessed and recommend the acquisition of materials that would be beneficial to them.

Illustrative Performance:

A publishing representative contacts a supervisor and requests an opportunity to display some recently developed material. There is an enthusiastic response on the teachers' part to see the material in hopes that it might fulfill some perceived needs. Prior to the session, the supervisor and the teachers identify and determine evaluative criteria to assess quality and utility of the material. On the day of the review, the teachers apply the criteria to the learning material and make recommendations to the supervisor. The supervisor then consolidates their input and makes a recommendation for the purchase of the most appropriate materials.

B-2 Producing Learning Materials

Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

Rationale:

Learning materials constitute one kind of learning resource. They include various items used in the instructional process. It is often the case that the available learning materials are insufficient or inadequate for use in meeting the total set of learning objectives of a curriculum. It is the role of the supervisor to assist classroom personnel in designing, securing, producing, or adapting materials that will be most useful to complete the aims of a given curriculum. Assisting teachers in this area may include everything from instructing teachers in the use of ditto machines, up through the design and production of slide-tape sequences, programmed workbooks, or lab simulations.

Illustrative Performance:

A classroom teacher has identified a particular curriculum unit that she will use to present a social studies concept. She has available to her a teacher's guide explaining the methodology to be employed, student workbooks for each of her pupils, two transparencies, and instructions for conducting an experiment in the class. Feeling this to be inadequate, she seeks help from her supervisor. After reviewing the unit together, the decision is reached to produce three more transparencies, a programmed workbook, and a game based on the experiment. The task is completed, and the material is utilized in the classroom.

B-3 Evaluating the Utilization of Learning Resources

Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and, based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

Rationale:

Even though learning resources may be available for teacher/student use, the materials may not be widely used, may be used inappropriately with student groups, or may have other uses not known to the teachers. The supervisor should be prepared to devise guidelines which will indicate appropriate use, apply these guidelines to the material usage patterns, and recommend ways to improve the scope and appropriateness of the usage.

Illustrative Performance:

There has been some indication that certain materials which the district obtained during the previous school year have not been used as widely as expected. The supervisor is asked to devise an instrument that could be used to determine the amount of use and the appropriateness of the utilization. After designing the instrument and performing the evaluation, the supervisor finds that, in fact, the material has only been used a few times, and used appropriately on only one occasion. She recommends that an inservice session be presented in each building demonstrating the material, and that each supervisor take advantage of subsequent opportunities to explain to teachers how the material could be used in a variety of ways.

C-1 Developing a Staffing Plan

Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

Rationale:

School districts frequently use pilot projects to field test the feasibility of educational innovations. Special education is a rapidly changing field; therefore, the supervisor will probably be involved in pilot projects and in creating and specifying the competencies needed for positions which are non-traditional. The supervisor, as the one closest to the field work, is in a good position to specify a staffing plan which would accomplish the objectives of the project.

Illustrative Performances:

The special education director asks the supervisor to specify the positions and competencies needed for staffing a pilot center for emotionally disturbed students. The supervisor gathers data from similar projects in other districts, consults with the state education agency about certification requirements and outlines the positions, qualifications, and competencies needed for the various positions that will be used in the project.

C-2 Recruiting and Selecting Personnel

Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

Rationale:

Any instructional program can be up-graded by the placement of well qualified, compatible new staff members. The supervisor is in a good position to determine the kind of person who would best work in a given instructional position. The supervisor, through various contacts, should be in a position to secure possible applicants in addition to the work done through the personnel division. After initial screening by personnel, the supervisor could check references, interview candidates, and make a recommendation as to who should receive the job.

Illustrative Performances:

The personnel director contacts the supervisor and informs her that efforts are underway to fill the two teaching positions requested by the Director of Special Education. The supervisor reviews and validates the information on the candidates, interviews the top nine, and, based on her knowledge of the vacancy, makes a recommendation to hire Mrs. Bubble.

C-3 Assigning Personnel

Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

Rationale:

At times current staff members must be reassigned and new staff employed to strengthen the educational program as a whole. The supervisor must be cognizant of the needs of the programs he/she supervises and should be actively involved in rearranging staffing patterns in order to enhance the special education program.

Illustrative Performances:

The special education components which the supervisor coordinates have several vacancies, and new teachers have been hired for them. The supervisor assesses the qualifications of the new staff members in light of the needs of various schools and recommends placements from which the teachers will receive and give the most benefit. She reviews the performance of current staff to assess whether the program could be more balanced by reassignment in some areas. Then she decides on an arrangement, moves some staff members and assigns the new ones.

D-1 Revising Existing Structures

Having determined the strengths and weaknesses of an existing organizational structure, the supervisor can propose carefully reasoned or research supported changes, which may include the alteration of assignments, of the use of staff time, of the required reporting patterns, or of the allocation of resources to improve efficiency, productivity, and morale, and, in so doing, improve the instructional process.

Rationale:

The structure of a school organization can at times impede its most efficient functioning. The supervisor should possess the techniques to identify and correct inefficient structures and the corollary skills to gain administrative support for instituting new, more efficient structural arrangements when the need exists.

Illustrative Performance:

The special education supervisor has noticed that the supervisory staff of a district spends its time in three major areas: instructional leadership, administration, and busy work. The supervisor proposes a reallocation of assignments which would create a division of these role responsibilities. Consequently three new staff positions are proposed: instructional supervisors, administrative supervisors, and supervisors' aides. The proposal also includes the procedures for hiring aides to perform such tasks as delivering materials to schools, filing pupil folders, etc., and the methods for differentiating the two new types of supervisory roles and reassigning present staff. These recommendations are discussed with appropriate individuals in the central administration and are adopted.

D-2 Assimilating Programs

Given a successful instructional program operating within a center, school, classroom, or other unit, the supervisor can design a plan for the smooth integration of the entire program or selected components thereof into a larger system, prepare a timetable and assignments for the transferring of responsibilities, and assure that the instructional improvement evidenced in the program is continued in the system to which it is transferred.

Rationale:

The benefits of a pilot program can be lost if the program cannot be enlarged to serve more children. The supervisor must have skill in identifying the aspects of special projects that merit assimilation, in preparing the path for the assimilation, and in assuring that important aspects of the program continue after the transition.

Illustrative Performance:

A district has been operating a pilot project for the severely retarded in a vacated school building. The students have demonstrated their ability to function in a school setting, and their parents are pleased with the program. The school board decides that the special project should be expanded and that the program should be established in several elementary schools. Funds are also provided for expansion of the classes. The supervisor meets with parent groups and elementary faculties to explain the assimilation process, arranges for equipment, makes staff transfers, hires new staff, screens students, and supervises the transition of the program.

D-3 Monitoring New Arrangements

Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

Rationale:

Educational innovations frequently require partial restructuring of existing organizations for their implementation. Change-oriented supervisors must be cognizant of and skilled in the procedures necessary for such transitions in order to manage such changes in units under his/her supervision.

Illustrative Performance:

The special education supervisor is asked to structure local support teams (LST's) in the elementary schools. These multi-disciplinary teams are to meet regularly for diagnosis and program planning for students having difficulty in school. The supervisor surveys the available personnel in each school, trains them in LST functioning, organizes initial meetings, establishes a reporting procedure, and monitors subsequent meetings intermittently. She periodically checks pupil progress to determine the appropriateness of LST recommendations.

E-1 Analyzing and Securing Services

Given a need for a supporting service, the supervisor can develop a list of sources from which to secure various services, and can describe situations and problems requiring supportive personnel.

Rationale:

One of the major roles of a special education supervisor is to assist teachers to meet the needs of special children. These needs vary greatly among the individuals in any given district. A supervisor should have information regarding the supporting services that are obtainable within a reasonable radius of a school or school district, should know about their availability, quality and cost, and should be able to make an accurate evaluation of all these aspects in selecting the particular source to render the needed service.

Illustrative Performance:

The special education supervisor is asked by a number of teachers within the district to provide a listing of local businesses or agencies which could provide career experiences for special education students. The supervisor investigates a number of places to determine whether they would participate in a "work-study" program for high school special education students. She then assesses the availability or quality of the field experiences each business would be able to offer and selects the two organizations which would provide the best experience. The teachers then make assignments for the students involved.

E-2 Orienting and Utilizing Specialized Personnel

Given a need for specialized assistance, the supervisor can secure the services of a variety of resource persons and can make arrangements for these persons to contribute their unique expertise to improve staff competence in specific areas.

Rationale:

When resource persons have been secured to provide special assistance on a problem or project, the expertise desired from the resource person needs to be clearly delineated. The resource person may have a variety of capability; some may be appropriate to the situation while others are not. Both the resource person and those with whom he/she will be working need to understand what is expected. Resource persons also need briefings on the situation and problem they will be involved with. Similarly, those receiving and working with the resource persons may need assistance in carefully planning when, where, and how to use them.

Illustrative Performance:

The services of a media specialist have been secured to assist a faculty group in learning to operate new videotaping equipment. The equipment was purchased on the basis of a plan to utilize videotape recordings in in-service programs. The supervisor recognizes the need for several kinds of training related to videotaping equipment. The supervisor meets with the media specialist to discuss training needs to see what his/her interests and capabilities are. They discuss possibilities and tentatively agree on a limited assignment for the specialist. The supervisor then formulates a tentative plan. This plan is discussed with teachers and other staff members who will be involved. The plans are reviewed, revised, and other specialists, if needed, are designated. The supervisor now resumes planning with the media specialist, provides information to him/her on the time, place, people, and conditions to expect. A plan of action is requested from the specialist in written form. If uncertainties develop, telephone calls or planning conferences are held. Instruments and procedures for evaluation are reviewed to be sure the specialist agrees to them.

E-3 Scheduling Services

Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide the services, and to provide an opportunity for recipients of the services to maintain maximum involvement in their school programs.

Rationale:

Frequently the referrals of students for special education services outweigh the number of staff members available to provide the service. The supervisor, because of his central position, can coordinate the distribution of available services to provide for maximum impact and can help to make decisions regarding when services can be delayed without deleterious consequences.

Illustrative Performance:

The supervisor learns that 150 students have been referred for possible placement in classes for the emotionally disturbed, and only 64 can be accommodated without exceeding the appropriate teacher-pupil ratio. She reviews the student files to determine priority of need. She then makes arrangements for consultants, resource teachers, etc., to train the regular class teachers in behavior management techniques so that the students with less severe problems can be maintained in regular classes.

E-4 Evaluating the Utilization of Services

Given a plan for providing better supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria and can propose recommendations that would increase the effectiveness and quality of the system.

Rationale:

Whenever staff personnel are engaged in administering or delivering similar services, there is sometimes overlap or duplication of effort in the services delivered by these persons. By reviewing the objective data available on staff members engaged in the process of delivering services, the supervisor can determine areas of overlap. Having done this, she/he can consolidate various services that are being delivered by two or more individuals. Such efficiency measures can increase the effectiveness of the services delivered and reduce the amount of time involved.

Illustrative Performance:

In the course of assessing staff needs, five special education supervisors determine that their teachers need training in some specific aspects of classroom management. Independently, they begin to plan inservice lessons on the same topic. One of the supervisors determines from weekly reports that they are all preparing similar sessions. After a discussion, one individual with specific training is requested to complete the inservice session, and the presentation is given once to all teachers. Each supervisor then assumes the responsibility for follow-up activities with her/his own teachers.

F-1 Supervising in a Clinical Mode

Given a teacher experiencing difficulties within a classroom, the su
can lead the teacher through a clinical cycle using classroom obser
data, non-directive feedback techniques, and various planning and in
experiences to produce significantly improved teacher behavior.

Rationale:

One of the supervisor's main responsibilities is to provide consulta
help teachers improve their instructional approaches and to stimula
utilize a greater variety of learning resources. Since classroom te
often require, and time schedules often demand, individual supervis
to-one conferences are necessary. In these conferences, the use of
clinical model by the supervisor for guiding the change process fac
and structures the supervisory conference.

Illustrative Performance:

The principal of one of the elementary schools has requested that th
education supervisor work with one of his teachers who is having di
integrating several special education students into the regular cla
The teacher also feels a need for help with these children. The su
observes in the classroom utilizing the "Individualization of Instru
Inventory" and then provides feedback to the teacher in a conferenc
the conference several strategies for increasing individualization i
classroom are jointly identified and the teacher plans to try out se
these. The supervisor observes again in the classroom as the strate
being utilized. Subsequent conferences with more feedback, revised
and additional work enable the teacher to improve her performance.

F-2 Planning for Individual Growth

Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives.

Rationale:

Each teacher being supervised is a professional person in education. Continuous learning and self-development are expected and essential in a rapidly changing profession such as teaching, where new methods, materials, theories and research findings are impacting the field continually. This professional growth orientation should be encouraged by administrative and supervisory personnel.

Illustrative Performance:

A supervisor in special education assisted a teacher under her supervision work out a personal professional development plan to increase his/her effectiveness and prepare for advanced career goals. The plan is individualized and includes a statement of short and long range goals and a description of professional development activities suggested for the coming year. The plan is accompanied by a rationale which spells out how suggested activities will contribute to short and long range goals. The teacher also indicates evaluation techniques to determine when his/her objectiyes have been completed.

F-3 Designing In-Service Training Sessions

Given a description of a specific staff group, including description of their needs for training, the supervisor can design or adapt a training session plan specifying objectives, activities, procedures, materials, and methods for evaluation to assure participant interest, involvement, and learning.

Rationale:

When the supervisor is aware of the specific training needs of a staff group, it may be appropriate to design a new training session or adapt one previously developed. Designs for training should clearly specify outcomes as improvements in practices. A logical sequence of activities for learning, along with appropriate materials, should be selected and developed. A variety of activities is important. Since actual practices are not likely to be influenced quickly, follow-up activities should be specified as part of the training design. Finally, both process and product evaluations should be planned to determine how desired outcomes occur in practice.

Illustrative Performance:

A group of regular classroom teachers at the upper elementary level have become aware that the resource teacher working with slow learning students and "behavior problems" seems to be getting results. At last the kids are working for the resource teacher. In discussions with the supervisor, it becomes apparent that the behavior modification techniques utilized by the resource teacher are working. Several teachers express an interest in knowing about and trying some of these techniques. Following intervisitation, a demonstration, some reading, and discussions, these teachers agree to a laboratory session in which they learn to withhold verbal praise, avoid negative verbalization, and give elaborate verbal reinforcement for clearly designated student performances. These objectives are spelled out in writing. A two and one-half hour laboratory session is outlined including a visualized review of principles, a brief demonstration, and role-playing. Scripts are written to get role-players started. Time is scheduled for sets of role-playing for each group so everyone plays three roles. At the end of the role-playing, plans call for a discussion for reacting to experiences. A follow-up plan calls for recordings in each teacher's classroom and a meeting with the supervisor to listen to results and suggest next steps. The last recording is analyzed to determine results.

F-4 Conducting In-Service Training Sessions

Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities.

Rationale:

When appropriate training plans are already available for meeting specific training needs, the supervisor should select from among those and proceed to make necessary arrangements. The supervisor, of course, must take precautions to assure "readiness" for the session activities. In leading a staff group through a sequence of pre-planned activities, the supervisor must be alert to help participants personalize their experiences. Interest and involvement must be maintained by efficiently pacing activities and offering opportunities for expressions of feelings and concerns. If the supervisor can project enthusiasm and make participants feel like full partners in the session, affective as well as other outcomes will be enhanced.

Illustrative Performance:

Teachers in the local high school have need for some help in conducting parent conferences as required at the end of each school year. The teachers report finding such conferences to be quite difficult because report cards must be reviewed during the conferences and many parents complain about the method of grading. Teachers tend to support the grading system, but have found it difficult to communicate with local parents. The supervisor selects a laboratory session developed and used previously in a communications workshop conducted by State University's Human Relations Center staff. The session calls for teachers to put themselves in the position of parents, listen to conference tapes, identify words that are technical or confusing, and then try to rephrase for better communicating. The supervisor organizes small teams to work on each tape recording. As they work, the supervisor circulates among the teams, offers suggestions, asks for clarification, and gives each team a chance to report its ideas. Toward the end of the session, the supervisor leads a brainstorming session to get a "pooling" of the terms causing communication problems. Everyone joins in the discussion of alternatives.

F-5 Training for Leadership Roles

Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct in-service sessions and to provide follow-up activities that result in the improvement of instructional skills.

Rationale:

Due to the numerous demands on supervisors' time, and because of abundant expertise among teachers in teaching concepts and skills to others, it is often both practical and efficient to have building teachers conduct workshops on specific areas in which they have expertise and enthusiasm. It is the responsibility of the supervisor to select teachers who are competent and skillful, to assist them to prepare for the task, and to provide them with feedback concerning the presentation after it has been concluded.

Illustrative Performance:

A unit of training on "The Philosophy and Goals of Plan A" has been developed with media, materials, group discussion topics, and a handbook of readings. The module has been found to greatly increase teachers' understanding and support of the plan. One teacher in each school who has been exposed to the module and who has been enthusiastic about its message has been identified, and they are trained to conduct this in-service session at their schools during the coming month. The sessions are held and the teachers who made the presentation are then available in the schools to provide continued assistance in the area.

G-1 Informing the Public

The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

Rationale:

In a highly complex society such as ours, community members can be relatively unaware of the philosophy, activities, problems and accomplishments of an ongoing school program in special education unless some attempt is made to systematically inform them. Well planned information dissemination programs, utilizing the several media or other informal communications networks, can help to bridge this gap between the public and the institutions that serve the public. Such programs can also serve to recruit support for various operations.

Illustrative Performances:

A new method of teaching reading to dyslexic children is to be introduced in three schools in the district on an experimental basis. The new method requires that early screening of all kindergarten children in six geographical areas be accomplished during school registration. A public education program to alert parents and gain their cooperation in the early screening program is needed. A team of supervisors is assigned the task of planning and implementing the needed public education program. Through careful organization, cooperation and support are gained and the program is inaugurated with much success.

G-2 Involving the Public

The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

Rationale:

One way of gaining public understanding of special education programs and obtaining new input for the programs is to involve the public in the actual ongoing tasks of the schools. Such volunteer activities not only provide a needed service, but the commitment to improving services is often simultaneously reinforced. Volunteers often become effective community advocates for needed changes and improvements. A supervisor can arrange for and implement volunteer programs or assist teachers in doing so as a way of increasing community understanding of and support for school programs, as well as improving instruction by lowering the adult-pupil ratio.

Illustrative Performances:

In order to gain wider community commitment to Plan A, parents of children in "regular" education programs are asked to act as volunteers in a plan designed to provide special education children with a series of practice sessions in math and/or spelling. The parents will undergo training to prepare them for conducting the practice sessions. This project will be coordinated by a special education supervisor.

G-3 Utilizing Public Opinion

Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

Rationale:

Attitudes of the public toward school issues are often critical in determining the decisions of school leaders. Likewise, a program can become controversial or can be virtually "undone" if it is too discrepant with prevailing community sentiments. School personnel must be sensitive to these prevailing community attitudes so that the selection among alternative actions can be made in the light of probable consequences and community reactions to them.

Illustrative Performances:

A series of sex education films are being considered for use in a special education program. The films are shown to a random sample of parents and community leaders and their opinion regarding the appropriateness of the films is solicited. The supervisor, upon receiving the data and establishing its validity and urgency, seeks opinions from various school leaders, determines possible alternatives, gathers other relevant information, and finally makes a decision which is sent in the form of a recommendation to her superior for final action.

Appendix B

THE MAJOR COMPETENCIES

DEVELOPING CURRICULUM

A-1 Setting Instructional Goals: Given a mandate to clarify major goals of instruction, the supervisor can lead groups of parents, citizens, specialized personnel, teachers, and pupils through a series of discussions, presentations, training sessions, and other experiences to produce a report showing some of the most important instructional goals on which there is agreement.

a. Can exhibit a variety of effective procedures for leading groups in a goal-setting session.

b. Can use graphic, analyti- or illustrative techniques to clearly differentiate ideals, goals, and objectives, while showing their inter-relationships.

c. Can organize and make arrangements for participants to contribute their input and share fully in the decision-making process.

d. Can write clear statements of instructional ideals and goals that define learning outcomes at different levels of complexity.

A-2 Designing Instructional Units: The supervisor can design instructional units which specify performance objectives, instructional sequences, a variety of appropriate teaching/learning activities, materials, and evaluative procedures.

a. Can write statements of performance objectives at varying levels of complexity.

b. Can select and describe a rationale for the strategy upon which a unit is developed.

c. Can select, describe, and sequence a variety of instructional activities for assuring active involvement by all students in the learning process.

d. Can describe teaching procedures including illustrative questions, outlines of content, and specific illustrations to assure meaningful learning.

A-3 Developing and Adapting Curricula: Having secured innovative curricula developed outside the school or district, the supervisor can adapt the curricula to meet the needs of a student or student group, and make them available to local personnel for use in guiding instructional planning.

a. Can select instructional goals and objectives that have highest priority for specific pupils within the school or district, and can justify these priorities in terms of student interests, needs, and abilities.

b. Can edit and revise activity descriptions to make them more appropriate to student needs.

c. Can reorganize curriculum materials for reproduction and distribution according to student needs.

d. Can design tests, work sheets, and illustrations to supplement or substitute for materials provided.

DEVELOPING LEARNING RESOURCES

B-1 Evaluating and Selecting Learning Materials: Given expressed needs for learning materials, the supervisor can develop a set of evaluative criteria and procedures to determine the quality, utility, and availability of learning materials, and can organize and conduct review sessions where teachers and other personnel can apply the criteria to new materials and make recommendations for acquisitions in needed areas.

a. Can specify the criteria of quality, utility, and availability that will be considered in evaluating and selecting learning materials.

b. Can design an instrument for objectively assessing new learning materials on specified criteria.

c. Can train and direct instructional personnel in using materials evaluation instruments in selecting instructional material.

B-2 Producing Learning Materials: Given learning needs and a curricular design to meet those needs, the supervisor can arrange for the production of the necessary learning materials to complement, fulfill, and/or enhance the aims of the curriculum.

a. Can secure and adapt or produce learning material that stimulates active, meaningful, purposeful involvement of students in attaining specific learning.

b. Can produce written materials for use by pupils, e.g., programmed material, workbooks, etc.

c. Can operate media production equipment including sound recorders, videotape recorders, and some graphic or photographic producers.

B-3 Evaluating the Utilization of Learning Resources: Given an array of learning resources currently available for use, the supervisor can design and conduct a study to determine the extent and appropriateness of their utilization, and, based on the results of that study, can make recommendations for the improved utilization of specific learning resources in specific ways.

a. Can specify criteria to be used in evaluating resource utilization.

b. Can design instruments to objectively measure both extent and appropriateness of resource utilization.

c. Can propose recommendations for improving utilization of resources, based on the data received from an evaluation.

STAFFING FOR INSTRUCTION

C-1 Developing a Staffing Plan: Given a new project proposal which specifies budget, general objectives, and operational procedures, the supervisor can describe essential staff positions to be filled, develop job descriptions for each, and specify the competencies required of the individuals who will fill the positions.

a. Can prepare a written proposal justifying staff positions necessary to accomplish specified outcomes.

b. Can write definite job descriptions providing a full array of information which distinguishes each position, accurately informs applicants, and guides the referral process.

c. Can specify both basic and specialized competencies that are desired in a person who will fill each position described.

C-2 Recruiting and Selecting Personnel: Given a description of several staff positions to be filled, the supervisor, by engaging in a variety of selective recruitment activities, can secure a list of several possible applicants from various sources, can systematically secure and validate relevant information on the applicants by conducting personal interviews, by checking with previous employers, and by using other selection procedures, and can prepare a set of recommendations for filling the vacancies with the applicants who will best fulfill job requirements.

a. Can identify several sources of possible applicants, outline efficient procedures for locating interested individuals, and specify least useful or non-productive procedures to be avoided.

b. Can construct or adapt forms, specify sources of the most relevant information about applicants, and specify least useful or unreliable information to avoid.

c. Can conduct an effective interview with applicants to secure relevant information, avoiding time-wasting, anxiety-producing, and information-losing behaviors.

C-3 Assigning Personnel: Given the task of assigning new personnel and reassigning currently employed personnel to achieve instructional improvements, the supervisor can analyze the needs, expectations, and composition of existing staff groups in various units, and, based on that analysis, can prepare and justify recommendations for assigning and reassigning staff members to positions for optimum educational opportunity.

a. Can assess the competency needs of an existing program or district with respect to personnel assignments that would be necessary to enhance the instructional process.

b. Can identify the special competencies of staff members that could potentially lead to improvement in the instructional process.

c. Can prepare recommendations for assignments utilizing the special competencies of staff members to better fill the assessed needs.

D-1 Revising Existing Structures: Having determined the strengths ar
nesses of an existing organizational structure, the supervisor ca
carefully reasoned or research supported changes, which may inclu
alteration of assignments, of the use of staff time, of the requi
reporting patterns, or of the allocation of resources to improve
ciency, productivity, and morale, and, in so doing, improve the
tional process.

a. Can prepare and utilize criteria, emphasizing operational ev
assess the strengths and weaknesses of an existing organizat
structure.

b. Can detail two or more organizational charts showing alterna
of organizing personnel to define roles and relationships.

c. Can draft a rational, research supported, and cooperatively
proposal for an alternative structure to eliminate a weakness
program.

D-2 Assimilating Programs: Given a successful instructional program
within a center, school, classroom, or other unit, the supervisor
design a plan for the smooth integration of the entire program or
components thereof into a larger system, prepare a timetable and
ments for the transferring of responsibilities, and assure that
instructional improvement evidenced in the program is continued
system to which it is transferred.

a. Can discuss with key individuals throughout the system the a
of assimilation in such ways as to secure understanding and
of a new program plan.

b. Can design an assimilation strategy that is reasonably accep
all concerned and which utilizes representatives of all grou
assimilation process.

c. Can develop a detailed plan for assimilation, depicting time
reassignment of personnel and retraining needs.

D-3 Monitoring New Arrangements: Given the task of implementing a new organizational arrangement, the supervisor can determine reporting procedures, compare actual operations with planned developments, and when necessary, make recommendations to modify operations to bring them into agreement with formulated plans.

a. Can redesign arrangements for reporting procedures throughout an organization which will maximize the efficiency of such reporting, providing more and better information, with less time consumed.

b. Can collect pertinent data concerning program operations using observation schedules, interview schedules, and checklists, and can show relationships between actual events and projected goals and schedules.

c. Can orally present recommendations for specific alterations in procedures, roles, and schedules to insure that the program will attain the desired ends, utilizing visual, graphic, and other media as needed to clearly communicate changes needed.

UTILIZING SUPPORTING SERVICES

E-1 Analyzing and Securing Services: Given a need for a supporting service, the supervisor can develop a list of sources from which to secure various services, and can describe situations and problems requiring supportive personnel.

a. Can prepare a directory of sources of supporting services available in a community, clearly describing the distinctive services offered by each agency or source.

b. Can survey and describe situations and problems where specialized personnel need to be utilized to enhance the instructional program.

c. Can prepare a plan for involving specialized personnel from within and from outside the district, justifying each involvement in terms of support services needed for improvements.

E-2 Orienting and Utilizing Specialized Personnel: Given a need for specialized assistance, the supervisor can secure the services of a variety of resource persons and can make arrangements for these persons to contribute their unique expertise to improve staff competence in specific areas.

a. Can orient support personnel to the new situation so that he/she can adapt his/her services to meet the needs of the recipients.

b. Can specify within a limited number of alternatives the expected outcomes of the service.

c. Can structure a resource person's task to make maximum use of his/her expertise, while allowing him/her the opportunity to arrange a presentation with which he/she feels comfortable.

d. Can maximize the effectiveness of services by providing evaluative feedback concerning the contributions of resource persons in specialized areas.

E-3 Scheduling Services: Given diagnoses of pupils' needs and regular instructional personnel, the supervisor can propose a set of schedules to distribute services appropriately, to balance the loads of the staff members who provide services, and to provide an opportunity for recipients of the services to maintain maximum involvement in their school programs.

a. Can prepare a service delivery schedule, including the available resources, the services needed and the transportation available.

b. Can select from several proposed schedules the most effective one for meeting students' needs, and can justify the selected schedule in terms of efficiency, economy, feasibility, legality, and other considerations.

c. Can formulate a large scale master plan for the delivery of services showing consideration of staff involved, pupils to be served, services to be rendered, the utilization of time and space, costs involved, and instructional appropriateness.

E-4 Evaluating the Utilization of Services: Given a plan for providing better supporting services within a district, the supervisor can compare that plan with the current operation by utilizing objective data gathered in accordance with previously identified criteria and can propose recommendations that would increase the effectiveness and quality of the system.

a. Can specify criteria for evaluating the utilization of supporting services.

b. Can gather evaluative data concerning the effectiveness of the utilization of supporting services.

c. Can use the evaluative data to compare the current operation with the proposed goals.

PROVIDING IN-SERVICE EDUCATION

F-1 Supervising in a Clinical Mode: Given a teacher experiencing difficulties within a classroom, the supervisor can lead the teacher through a clinical cycle using classroom observation data, non-directive feedback techniques, and various planning and in-service experiences to produce significantly improved teacher behavior.

a. Can use more than one observation system to record objective data during live or taped teaching situations.

b. Can use objective observation data to provide feedback to the teacher and to evaluate periodically the teacher improvement process.

c. Can instruct a teacher to use various observation instruments so that he/she can become familiar with the systematic observation process.

d. Can select and arrange for special opportunities for a teacher to learn to change classroom practices as indicated by cooperative planning.

F-2 Planning for Individual Growth: Given a teacher and data concerning various facets of his/her on-the-job performance, the supervisor can assist the teacher in establishing individual professional growth plans which include objectives for change in classroom practices, a schedule of experiences sequenced for continuous stimulation and growth, criteria specified for interim and terminal evaluation, and a specified period for accomplishing the objectives.

a. Can instruct a teacher to write behavioral change objectives using terms that depict observable behavior or professional significance.

b. Can use PERT or other planning systems to plan and guide sequenced activities leading to a predetermined goal.

c. Can utilize cooperative planning procedures that involve the teacher in the formulation and implementation of an individual professional growth plan extending over several months.

d. Can assist the teacher in determining procedures for objectively evaluating personal growth.

F-3 Designing In-Service Training Sessions: Given a description of a specific staff group, including description of their needs for training, the supervisor can design or adapt a training session plan specifying objectives, activities, procedures, materials, and methods for evaluation to assure participant interest, involvement, and learning.

a. Can specify clearly and state in advance of a session the expected outcomes for participants in terms of professional practices.

b. Can design a complete training session with carefully described, logically sequenced activities and supportive materials, all appropriate to specified outcomes.

c. Can describe follow-up activities that will allow session participants to practice, improve, solidify and/or retain what they have learned during a session.

d. Can design instrument(s) for gathering data on both outcomes and processes of a session, and can describe procedures for analyzing such data.

F-4 Conducting In-Service Training Sessions: Given a description of a specific staff group, the supervisor can select an appropriate training plan, make arrangements, and lead participants through a sequence of meaningful learning activities.

a. Can establish in participants a psychological "set" or readiness for the activities and events associated with a program.

b. Can guide and direct activities in ways that maintain participant interest and involvement.

c. Can demonstrate sensitivity to participants' feelings and personal concerns during a session, without being diverted from planned activities and outcomes.

d. Can build group cohesion, encourage and support spontaneous interactions, and project enthusiasm.

F-5 Training for Leadership Roles: Given individuals who have demonstrated both a high level of competence in a specific area and emergent leadership capabilities, the supervisor can train these people to conduct in-service sessions and to provide follow-up activities that result in the improvement of instructional skills.

a. Can identify skills or abilities of potential leaders and match them to training requirements.

b. Can demonstrate basic leadership techniques from which participants can learn.

c. Can organize and direct training sessions for potential leaders, using micro-teaching, role-playing, videotaping, and in-service simulations.

d. Can provide participants with evaluative feedback that will assist them in becoming more effective in their leadership roles.

RELATING TO PUBLIC

G-1 Informing the Public: The supervisor can establish, promote and maintain favorable impressions of public school programs among community members by disseminating school information through the public media, by speaking to public and school groups, by conferring with parents and other interested individuals, and by meeting, as necessary, with community groups and leaders.

a. Can select and synthesize school program information and arrange for its dissemination via oral and written presentations and use of mass media channels.

b. Can establish good rapport with the public and stimulate a high interest level in education on the part of parents and other community individuals or groups.

c. Can guide staff personnel to initiate more public contacts, to establish rapport, and to provide better information about the school program.

G-2 Involving the Public: The supervisor can plan ways in which parents and other interested individuals can become productively involved in and trained to assist at various levels of the special education program.

a. Can develop a systematic recruitment program for obtaining parent and community volunteers to assist in various aspects of the school program.

b. Can prepare packets of material that would assist individuals in gaining information about volunteer activities in the school.

c. Can develop a plan for assigning and scheduling volunteer workers in the area of their expertise and/or where they are needed most in the school program.

G-3 Utilizing Public Opinion: Given public opinion data regarding a special education matter, the supervisor can establish the urgency of the topic, determine the validity of the data, and, as appropriate, utilize the data in the decision-making process regarding initiation of new aspects, or the maintenance, revision, or discontinuation of current programs or practices.

a. Can arrange for sampling opinions, utilizing appropriate survey instruments and statistical procedures, and can make proper inferences from data collected.

b. Can analyze attitudes and opinions of recognized leaders and informal groups within the local community.

c. Can utilize public opinion data in making decisions about curriculum changes and/or other aspects of the school program.

Appendix C

LIST OF INDEPENDENT STUDY MATERIAL DEVELOPED BY THE SEST PROJECT

Available Publications and Materials

Technical Documents

Professional Supervisory Competencies, Document #7 (Revised), Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Selected Bibliography for Professional Supervisory Competencies, by Ben M. Harris and Corine Martinez, Document #8, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Directory of Competency-Guided Supervisory Training Materials for Independent Study, by Corine Martinez and Ben M. Harris, Document #9, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Independent Study Training Materials for Professional Supervisory Competencies, Document #10, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975 (see next page)

A Diagnostic Assessment System for Professional Supervisory Competencies, by Michael C. Evans, Ben M. Harris, and Richard L. Palmer, Document #11, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Manual for Pre-Assessment, by Michael C. Evans, Richard L. Palmer, and Ben M. Harris, Document #12a, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

A Manual for In-Progress and Post-Assessment, by Michael C. Evans, Richard L. Palmer, and Ben M. Harris, Document #12b, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Program Design Manual for Professional Supervisory Competencies, by Ben M. Harris, John D. King, and James R. Yates, Document #13, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Competency-Keyed Training Materials

Critical Competency Number	Document Title & Reference
A-1	The Delphi Technique for Curriculum Planning, by Jane M. Duckett, Document #10a, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
A-2	Designing a Concept Development Unit, by Darryl R. Townsend, Document #10b, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
B-1	Material Selection, by Joan DeLuca, Document #10d, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
B-3	Designing a Study of Available Resources, by Billie G. Herring, Document #10c, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
C-1	Developing Job Descriptions, by Kenneth E. McIntyre, Document #10e, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
C-2	Selecting Personnel for a New School Program, by Kenneth E. McIntyre, Document #10f, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
D-1	Self-Instructional Module on Time Utilization, by Carol Giesecke, John D. King, and Patricia Miller, Document #10g, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975
G-1	Preparing School News Releases for the Media, by Stuart M. DeLuca, Document #10i, Special Education Supervisor Training Project, Austin, Texas: University of Texas, 1975

Consummable Assessment Materials

Critical Competency Performance Inventory (CCPI)

Major Competency Assessment Inventory (MCAI)

Competency-Keyed Experience Inventory (CKEI)

Knowledge Assessment Test (KAT)

Critical Competency Interest Scale (CCIS)

Workbook for Pre-Assessment

Workbook for In-Progress and Post-Assessment

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